

## Summer Reading, AP Spanish 2010-2011

May 5, 2010

Dear AP Spanish Student,

Greetings! I'm Ms. Whittaker, your AP Spanish teacher. I'm so glad that you have decided to take on the challenge of AP Spanish! While it's a lot of work, it will also be fun and rewarding! In order to hit the ground running, here are some requirements and activities that will help you get your head in the game. It is imperative that you complete these activities so that your Spanish abilities will not rust over the vacation. This practice is especially important if you have no formal study of the language or not studied the language in a semester or two.

### PART I: Verb Conjugations

#### **BEFORE STEPPING FOOT INTO AP SPANISH you must know:**

How to conjugate in all tenses and moods including:

- a) present indicative and subjunctive
- b) Preterit, imperfect indicative, imperfect subjunctive
- c) Future, conditional
- d) Perfect tenses (haber + past participles): present perfect, pluperfect, future perfect, conditional perfect, presente perfect *subjunctive*, pluperfect *subjunctive*
- e) Progressives or gerundios ("ing" such as hablando, leyendo)

Q: What should I do if I don't know these *verb tenses*?

A:

- 1) Check out a textbook from me for the summer, do the exercises in it and e-mail them to me for feedback.
- 2) Even if you THINK you know the tenses and moods, learn how to conjugate them at and practice, practice, practice. We will spend *very little* time on verb conjugations in AP. Here are some sites to help you:

<http://www.studyspanish.com> - go to "verbs" or "grammar" and look for the verb tense you seek. It gives a tutorials and quizzes.

<http://www.conjuguemos.com> - has plenty of exercises.

<http://www.colby.edu/~bknelson/SLC/index.php> -has plenty of exercises

<http://www.bowdoin.edu/~eyepes/newgr/index.html> It gives a tutorials and exercises.

- 3) E-mail me at [pwhittaker@cpsd.us](mailto:pwhittaker@cpsd.us) when you have finished practicing a verb tense or mood, and feel good about it. Tell me which resources you used.
- 4) If you are having trouble, e-mail me at [pwhittaker@cpsd.us](mailto:pwhittaker@cpsd.us) to set up a practice place and schedule.

## PART II: Useful expressions

You should know all of the expressions on the attached list; it's 2 pages long. You should practice these expressions by using them in your journal entries(see below Part III B).

## PART III: Listening Outlines

### A) On-line Podcasts

The purposes of this activity are:

- Improve your listening skills
- Accustom you to authentic Spanish and the types of audio you will hear in AP
- Quickly understand main ideas, a skill which you will need on the AP Test

You will listen to three different podcasts on-line; pick ONE from EACH of the following sites:

<http://www.notesinspanish.com> (various themes)

<http://www.cnn.com/español/> (news)

<http://www.unmultimedia.org/radio/spanish/> (news)

You will fill out IN COMPLETE SENTENCES IN ESPAÑOL ONE OUTLINE PER PODCAST.

Outline is below:

*Web link for article:*

*Título:*

*¿Qué tipo de audio es?*

*¿De qué se trata?*

*¿Cuándo ocurrió?*

*¿En dónde tuvo/tiene lugar?*

*¿Quiénes son los personajes?*

*¿Cuál es el conflicto?*

*¿Cuál es la resolución?*

Q: What should I do if I'm not really good at listening?

A: Listen to the podcasts as many times as you like, repeat what the speaker says (it may help you process to comprehend). If you're really terrible at this, do 3 additional podcasts. Doing so will allow me to collect more evidence to establish your current level of comprehension and I can be more flexible in grading all of your podcasts if you choose to challenge yourself with additional practice.

## B) Journal

The purposes of this activity are:

- Writing and grammar practice
- Summarizing
- Reading comprehension
- Creating and expressing new ideas and opinions in response to a reading

You will write three journal entries based on the requirements below and any articles you find from:

<http://www.4semanas.com.ar/> (Argentina)

<http://www.elespectador.com/> (Colombia)

<http://www.ultimahora.com/contenidos/home.html> (Paraguay)

<http://www.abc.es/> (España)

<http://www.lapagina.com.sv/> (El Salvador)

<http://www.hondudiario.com/> (Honduras)

Requirements for journal entries:

- Give the title of the article and supply the web link for the article.
- Journal entries must be 100 words EACH
- PRONOUNS, PREPOSITIONS AND CONJUNCTIONS **DO NOT COUNT** as part of the 100 words.
- Your entries must be well organized and coherent; all of the information must be accurate.
- You must summarize the articles *in your own words*
- You must express your *own personal thoughts* about the topic. What does that mean? Say for example you've just read an article about how hondureños living outside their country will have to get their passports renewed. After summarizing (see requirement listed above), you have to say what you think about it. To illustrate, here are my thoughts about this policy: *A pesar de que los hondureños viviendo al extranjero tengan una oportunidad de renovar sus pasaportes por medio de mandar los fondos a un banco, me parece un poco ridículo. Creo que es ridículo porque el banco no tiene la autoridad de darles el pasaporte y tienen que depender del banco para que informe a la embajada. No me parece muy justo por este motivo.*

Q: What should I do if I'm not really strong in writing?

A: Write, write and write. E-mail me at [pwhittaker@cpsd.us](mailto:pwhittaker@cpsd.us) over the summer, I'll be glad to meet with you. If you're really terrible at this, do 3 additional journal entries. Doing so will allow me to collect more evidence to establish your current language and writing proficiency; I can be more flexible in grading all of your entries if you choose to challenge yourself with additional practice.

**DUE DATES AND ASSESSMENT:**

You will receive SEVERAL grades at the beginning of the semester:

- 1) The complete verb and "Useful expressions" test on the first day of class (one grade) and
- 2) The carefully completed outlines and thoughtfully written journal entries, which must be completed and turned in at the latest by the first day of class. (12 grades)

**No late outlines or journals will be accepted.**

You will have had from June all the way to January to get this work done.

I recommend sending your work to me in advance, in fact I *strongly* recommend it, via e-mail: [pwhittaker@cpsd.us](mailto:pwhittaker@cpsd.us). I can give you feedback to improve the work before the due date. I would also welcome hearing from you in Spanish about your vacation adventures (misadventures?) and I will respond.

*¡Que tengan buenas vacaciones!*

*"Profe" Whittaker*

PS. Attached find, the "Useful expressions" list and how your work will be evaluated.

## Useful expressions

### To express apathy

Como quieras.	Whatever you say.
(Me) da igual.	It makes no difference(to me).
(Me) da lo mismo.	It's all the same to me.
No (me ) importa.	It doesn't matter to me.

### To express agreement

Creo que sí.	I believe so.
Estoy de acuerdo.	I agree
De acuerdo.	Agreed, ok.
En efecto.	Yes indeed.
Efectivamente	Yes in deed.
Es verdad.	It is true. It is so.
Eso es.	That's it.
No cabe duda.	There's no room for doubt.
Por supuesto que sí.	Agree. Of course.
Tienes/tiene razón.	You're right.

### To express disagreement

¡Claro que no!	Of course not!
De ninguna manera.	No way.
Estás/está equivocado/a.	You're wrong.
Ni hablar.	No way.
¡Ni lo sueñes/sueñe!	Don't even think about it!
No estoy de acuerdo.	I do not agree.
No puede ser.	It is not possible/can't be.
¡Por su puesto que no!	Of course not!
¡Qué va!	No way.

### To express preferences

A mí me parece que...	It seems to me that...
Después de pensarlo, yo...	After thining about it, I...
Para mí...	For me...
Personalmente, yo prefiero	Personally, I prefer

### To explain further

Como...	As...
Por esa razón	For that reason...
Por lo tanto...	Therefore...
Ya que...	Because...

### **To clarify what you've said**

En otras palabras...	In other words...
Es decir...	That is to say...
Es que...	the fact is (that)...
O sea	That is to say...

### **To express an opinion**

Creo (Pienso) que...	I believe(think) that...
(Me) parece que...	It seems to me that...
Que yo sepa...	As far as I know

### **To suggest an alternative**

¿No crees que...?	Don't you think that...?
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Propongo que...	I propose that...
Sería mejor...	It would be better to... } verb that follows in subjunctive
Sugiero que...	I suggest that

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_ Español AP2010-2011

**Look at this carefully, decide NOW the grade you want and work towards it little by little all Summer.**

*If you choose to do extra podcasts and extra journal entries, I can be a little more flexible in grading your work.* ¿Cómo se calificará el trabajo del verano? He aquí la directriz (rubric)...

**Content/Instructions**

- \_\_\_\_ Used all three sites with podcasts for outlines.
- \_\_\_\_ All outlines completed in complete sentences.
- \_\_\_\_ Has three journal entries with 100 words with titles and web links.

**Journals:**

Writing Score	Task completion/Topic Development	Language Use/comprehensibility
4	<ul style="list-style-type: none"> <li>• In addition to 3.0 performance, in-depth success at going above and beyond the prompt.</li> </ul>	In addition to 3.0 performance, <ul style="list-style-type: none"> <li>• In-depth success at using complex grammar structures(verb tenses and moods)</li> <li>• In-depth success at using “Useful expressions” creatively, where applicable.</li> <li>• Very few errors <b>with no patterns</b>.</li> <li>• Demonstrates excellent control.</li> <li>• Completely understandable.</li> <li>• Demonstrates very well organized, coherent response.</li> </ul>
3.5	<ul style="list-style-type: none"> <li>• In addition to 3.0 performance, partial success at going above and beyond prompt.</li> </ul>	.
3	<ul style="list-style-type: none"> <li>• No major errors or omissions regarding any of the simple or complex parts of the prompt mentioned.</li> </ul>	<ul style="list-style-type: none"> <li>• Partial success at using complex grammar structures (verb tenses and moods)</li> <li>• Partial success at using “Useful expressions” creatively, where applicable.</li> <li>• A few errors that do not impede communication.</li> <li>• Demonstrates a command.</li> <li>• Mostly understandable</li> <li>• Response is well organized and generally coherent</li> </ul>
2.5	<ul style="list-style-type: none"> <li>• No major errors or omissions in simpler elements and partially addresses more complex elements of prompt.</li> </ul>	
2	<ul style="list-style-type: none"> <li>• Partially addresses prompt, omitting the more complex elements.</li> </ul>	<ul style="list-style-type: none"> <li>• Successful using simple structures.</li> <li>• Successful using “Useful expressions” in simple situations where applicable.</li> <li>• More than a few errors, that may or may not impede communication.</li> <li>• Demonstrates limited control.</li> <li>• Somewhat understandable.</li> <li>• Response may have inadequate organization.</li> </ul>
1.5	<ul style="list-style-type: none"> <li>• With feedback, partially addresses the simpler elements of prompt.</li> </ul>	
1	<ul style="list-style-type: none"> <li>• Even with feedback, does not address the prompt.</li> </ul>	<ul style="list-style-type: none"> <li>• Partially successful using simple structures.</li> <li>• Partially successful in using “Useful expressions” in simple situations where applicable.</li> <li>• Frequent errors that impede communication</li> <li>• Demonstrates lack of competence.</li> <li>• Incomprehensible.</li> <li>• Treatment of topic is irrelevant.</li> </ul>

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**Listening Outlines**

Writing Score	Task completion/Topic Development	Language Use/comprehensibility
4	<ul style="list-style-type: none"> <li>In addition to 3.0 performance, in-depth success at going above and beyond the questions/ideas in the outline.</li> </ul>	In addition to 3.0 performance, <ul style="list-style-type: none"> <li>In-depth success at using complex grammar structures(verb tenses and moods) to make complex, COMPLETE sentences.</li> <li>Very few errors <i>with no patterns</i>.</li> <li>Demonstrates excellent control.</li> <li>Completely understandable.</li> </ul>
3.5	<ul style="list-style-type: none"> <li>In addition to 3.0 performance, partial success at going above and beyond the questions/ideas in the outline.</li> </ul>	.
3	<ul style="list-style-type: none"> <li>No major errors or omissions regarding any of the simple or complex questions/ideas of the outline.</li> </ul>	<ul style="list-style-type: none"> <li>Partial success at using complex grammar structures (verb tenses and moods) to make COMPLETE sentences.</li> <li>A few errors that do not impede communication.</li> <li>Demonstrates a command.</li> <li>Mostly understandable</li> </ul>
2.5	<ul style="list-style-type: none"> <li>No major errors or omissions in simpler elements and partially addresses more complex questions/ideas of the outline.</li> </ul>	
2	<ul style="list-style-type: none"> <li>Partially addresses prompt, omitting the more complex questions/ideas of the outline.</li> </ul>	<ul style="list-style-type: none"> <li>Successful using simple structures in mostly COMPLETE sentences.</li> <li>More than a few errors, that may or may not impede communication.</li> <li>Demonstrates limited control.</li> <li>Somewhat understandable.</li> </ul>
1.5	<ul style="list-style-type: none"> <li>With feedback, partially addresses the simpler questions/ideas of the outline.</li> </ul>	
1	<ul style="list-style-type: none"> <li>Even with feedback, does not address the questions/ideas of the outline.</li> </ul>	<ul style="list-style-type: none"> <li>Partially successful using simple structures in inconsistently, some sentences may be complete while others may not. .</li> <li>Frequent errors that impede communication</li> <li>Demonstrates lack of competence.</li> <li>Incomprehensible.</li> </ul>

